



## Allendale-Fairfax Middle

3305 Allendale-Fairfax  
Fairfax, SC 29827

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	346 Students	
<b>Principal</b>	Brian Newsome	803-584-3489
<b>Superintendent</b>	Dr. Ora Lee Watson	803-584-4603
<b>Board Chair</b>	Alonzo Fraizer	803-584-3051

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	Below Average
2004	At-Risk	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

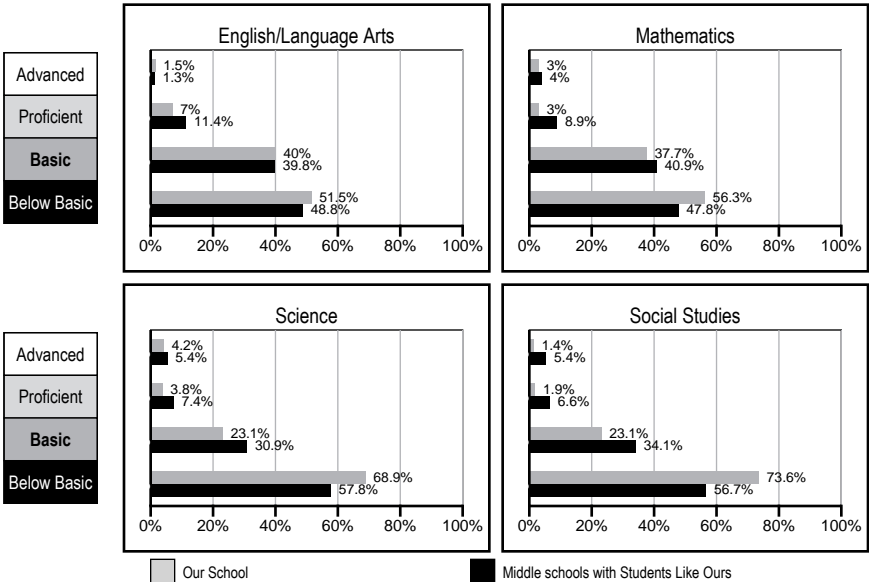
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	52

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	66.7	84.7
English 1	82.4	80.8
Physical Science	0	37.9
All Subjects	73.7	81.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=346)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	8.8%	Down from 44.6%	11.9%	19.4%
Retention rate	3.5%	Down from 6.3%	3.3%	1.8%
Attendance rate	94.0%	Down from 94.3%	95.0%	95.8%
Eligible for gifted and talented	0.6%	Down from 1.4%	5.9%	15.3%
With disabilities other than speech	9.3%	Down from 11.7%	13.7%	12.9%
Older than usual for grade	12.1%	Up from 6.0%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.9%	Down from 9.8%	0.7%	0.7%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	52.0%	Up from 40.0%	54.3%	55.0%
Continuing contract teachers	56.0%	Down from 60.0%	54.3%	70.6%
Teachers with emergency or provisional certificates	31.8%	Down from 33.3%	18.9%	5.4%
Teachers returning from previous year	76.3%	Up from 64.0%	76.6%	83.4%
Teacher attendance rate	94.3%	Down from 94.8%	94.8%	94.9%
Average teacher salary	\$38,817	Down 1.5%	\$43,167	\$44,706
Professional development days/teacher	11.1 days	Down from 19.0 days	12.0 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Up from 0.5	2.0	3.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.4 to 1	16.0 to 1	20.1 to 1
Prime instructional time	86.3%	Down from 86.9%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	88.6%	Up from 79.1%	96.8%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$7,957	Up 29.2%	\$8,870	\$7,097
Percent of expenditures for instruction*	54.4%	Down from 68.2%	63.0%	64.4%
Percent of expenditures for teacher salaries*	50.8%	Down from 53.5%	56.1%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Allendale-Fairfax Middle School is a public, rural middle school located in Allendale County. It is the only middle school in Allendale County and presently houses a population of 342 students in grades 6-8. The faculty consists of

6 English Language Arts teachers, 3 Reading Lab managers, 6 Math teachers, 3 Science teachers, 3 Social Studies teachers, 3 teachers in special services, 4 related arts teachers, and 2 Computer lab managers.

According to the 2007 Palmetto Achievement Challenge Test results, our present 6th graders scoring Below Basic in mathematics was 38%, in ELA the Below Basic percentage was 49.4%, in science 75%, and in social studies 65.9%. Our present 7th graders scoring Below Basic were as follows: 48.6% in mathematics, 57.3% in ELA, 73.2% in science, and 56.4% in social studies. Our present 8th graders scoring Below Basic were as follows: 44.7% in math, 54.2% in ELA, 67.4% in science, and 80.3% in social studies.

Since a large percentage of Allendale-Fairfax Middle School students scored Below Basic in all categories, professional development will be essential to improving their achievement. A curriculum consultant will work with core area teachers to assist with full implementation of the Anderson Five Curriculum as well as to facilitate professional development on utilizing MAP data to drive instruction, content area reading, content delivery, and standards-based instruction.

Staff development will be conducted on school/district staff development days throughout the school year. Staff development sessions on "early dismissal Tuesdays" include, but are not limited to standards-based instruction, reading and writing across the curriculum, instructional strategies, writing PACT-like assessments, and classroom management. Because the school also has strategies in the School Renewal Plan that relate to professional development opportunities, teachers will be able to attend content specific seminars sponsored by the SDE and other agencies.

By focusing on the standards and instructional strategies students' academic performance will improve. Currently students are placed in smaller ELA classes to facilitate individualized and small group instruction for students falling in Below Basic range. Presently, students scoring at Below Basic attend a reading class that uses the Scholastic Read 180 curriculum. Students scoring Basic and above attend a reading class that uses the new Janet Allen Plugged-in to Reading Program's curriculum. All students attend a math PLATO lab and an ELA PLATO lab throughout the year for remediation and enrichment as needed.

All teachers use the Oncourse Lesson Plan Manager, a computerized lesson plan system. Administrators are able to monitor lesson plans online and provide immediate feedback to teachers that will impact their instruction

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	113	32
Percent satisfied with learning environment	75.0%	53.2%	54.8%
Percent satisfied with social and physical environment	78.1%	51.8%	43.8%
Percent satisfied with school-home relations	50.0%	75.9%	59.4%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	329	99.7	52.2	40.1	6.7	1	12.5	16.1	48.2	No	Yes
<b>Gender</b>											
Male	168	100	58.2	35.4	5.7	0.6	10.8	14.4	41.7	N/A	N/A
Female	161	99.4	46.1	44.8	7.8	1.3	14.3	18.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	46.7	60	I/S	I/S
African American	316	99.7	52.7	40	6.3	1	11.7	15.3	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	34	97.1	83.9	16.1	0	0	0	2.7	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	279	100	53.9	40.1	5.6	0.4	11.2	15.9	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	329	99.7	55.1	39.1	3.2	2.6	11.5	14.5	45.8	No	Yes
<b>Gender</b>											
Male	168	100	60.1	34.2	2.5	3.2	11.4	13.6	45.6	N/A	N/A
Female	161	99.4	50	44.2	3.9	1.9	11.7	15.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	6	I/S	I/S	I/S	I/S	I/S	I/S	40	59	I/S	I/S
African American	316	99.7	55.7	39.3	2.3	2.7	10.7	13.4	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	34	97.1	90.3	9.7	0	0	0	2.7	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	279	100	56.6	37.5	3.7	2.2	9.7	13.3	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	220	100	68.9	23.1	3.8	4.2	8	6.8	35.7	94	94.9
Gender											
Male	110	100	66	22.6	6.6	4.7	11.3	8.1	37.4	93.6	94.8
Female	110	100	71.7	23.6	0.9	3.8	4.7	5.3	33.8	94.4	95
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	49.2	95.1	94.3
African American	210	100	70.3	21.8	3.5	4.5	7.9	6.2	17	94	94.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	94.4	93.2
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	91.1	93.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	99.4
Disability Status											
Disabled	23	100	95.5	4.5	0	0	0	4.3	14	94.9	94.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	91	94.5
Socio-Economic Status											
Subsided meals	189	100	70.9	22.5	3.3	3.3	6.6	5.9	21.1	94	94.8

Social Studies											
All Students	218	100	73.6	23.1	1.9	1.4	3.4	5.5	34	94	94.9
Gender											
Male	111	100	68.6	24.8	3.8	2.9	6.7	6	36.6	93.6	94.8
Female	107	100	78.6	21.4	0	0	0	4.9	31.3	94.4	95
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	9.1	44.5	95.1	94.3
African American	211	100	74.3	22.8	1.5	1.5	3	5.3	19.1	94	94.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	94.4	93.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	91.1	93.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	99.4
Disability Status											
Disabled	19	100	88.9	11.1	0	0	0	0	14.4	94.9	94.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	91	94.5
Socio-Economic Status											
Subsided meals	183	100	73.9	22.7	2.3	1.1	3.4	5.2	21	94	94.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	111	100	57.9	35.5	5.6	0.9	6.5
	7	133	100	59.2	34.6	6.2	0	6.2
	8	114	96.5	50.5	38.8	10.7	0	10.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	108	99.1	60	33	7	0	7
	7	110	100	52.8	36.1	10.2	0.9	11.1
	8	111	100	44.2	51	2.9	1.9	4.8
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	111	100	48.6	38.3	9.3	3.7	13.1
	7	133	99.3	45	45.7	7	2.3	9.3
	8	114	97.4	62.5	34.6	1.9	1	2.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	108	99.1	63	30	3	4	7
	7	110	100	43.5	50.9	3.7	1.9	5.6
	8	111	100	59.6	35.6	2.9	1.9	4.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	56	100	75.5	18.9	1.9	3.8	5.7
	7	133	99.3	67.4	26.4	3.9	2.3	6.2
	8	56	100	81.1	15.1	1.9	1.9	3.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	54	100	74.5	13.7	5.9	5.9	11.8
	7	110	100	60.2	30.6	4.6	4.6	9.3
	8	56	100	81.1	17	0	1.9	1.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	55	100	55.6	40.7	3.7	0	3.7
	7	133	99.3	79.8	17.8	0.8	1.6	2.3
	8	56	98.2	62.7	33.3	3.9	0	3.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	53	100	69.4	28.6	2	0	2
	7	110	100	79.6	14.8	2.8	2.8	5.6
	8	55	100	64.7	35.3	0	0	0

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample